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ABSTRACT

The objective of this guide is to provide step-by-step information needed to set up an employment and job training resource center. The format of the booklet, however, makes it easily adaptable to any small library or information center. Section I provides information and recommendations for the manager in making the decision to start a library. Management decisions discussed include function, service, organization, staffing, and location of the center. Section II, the bulk of the publication, is written in such a manner that a person with little or no library science background will be able to set up an effective library. Library procedures outlined are cataloging and classification, storage of materials, circulation, selection and ordering of materials, reference, and administration. There are eight appendices including a Glossary of Terms; a Checklist of Resource Center Supplies, Furnishing and Equipment; and Sources of Equipment and Ordering. (Author/JB)

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RESOURCE CENTER GUIDE

This book is submitted in partial fulfillment of Contract No. 20-25-75-42

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Editor's Note: During the conduct of this effort the U.S. Department of Labor, Manpower Administration formally changed its name to Employment and Training Administration. Any references to "Manpower Administration" or "manpower materials" are to be interpreted as employment and training products.

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FOREWORD

Why set up a resource center/library? Considering the number of times people have set up libraries in the Employment and Training Administration and the number of times they have fallen into disuse and wasted space, this is a legitimate question.

When we think of a "library," stacks of books, gargoyles and crusty-dusty librarians come to mind. On the other hand, visualize for a moment a bright resource center that joins you in your search for information, tries to anticipate your needs and responds to your requests in an efficient and effective manner. Now that's an *active* resource center!

Is there really good information available? There is a wealth of information on employment and training programs — some good, some not so good. The National Clearinghouse, Office of Research and Demonstration, and many other sources have impressive resource listings available. A resource center can help you find that which meets your needs. Employment and training programs have been evolving, experimenting and documenting their efforts for many years. Almost every question has been addressed or answered at some time. If you are to provide leadership in the design and development of employment and training programs, it is incumbent upon you to find the state-of-the-art and press onward from there.

A resource center can be a dynamic, resourceful key to making employment and training programs truly have an impact. This publication can help you make the policy decisions required to start a resource center and provide the nuts and bolts information needed to operate the Center.

INTRODUCTION

The objective of this publication is to clearly and simply provide readers with the step-by-step information needed to set up an *active* employment and training Resource Center/Library with the following characteristics:

- Material must be easily accessed, readily available and immediately useful;
- It must have a capacity for multimedia materials;
- The center must allow for circulation and reference materials;
- It must be an "active" center; that is, it seeks information needs and promotes information usage;
- It must link into local, regional, and national information sources;
- It must have an active acquisition program.

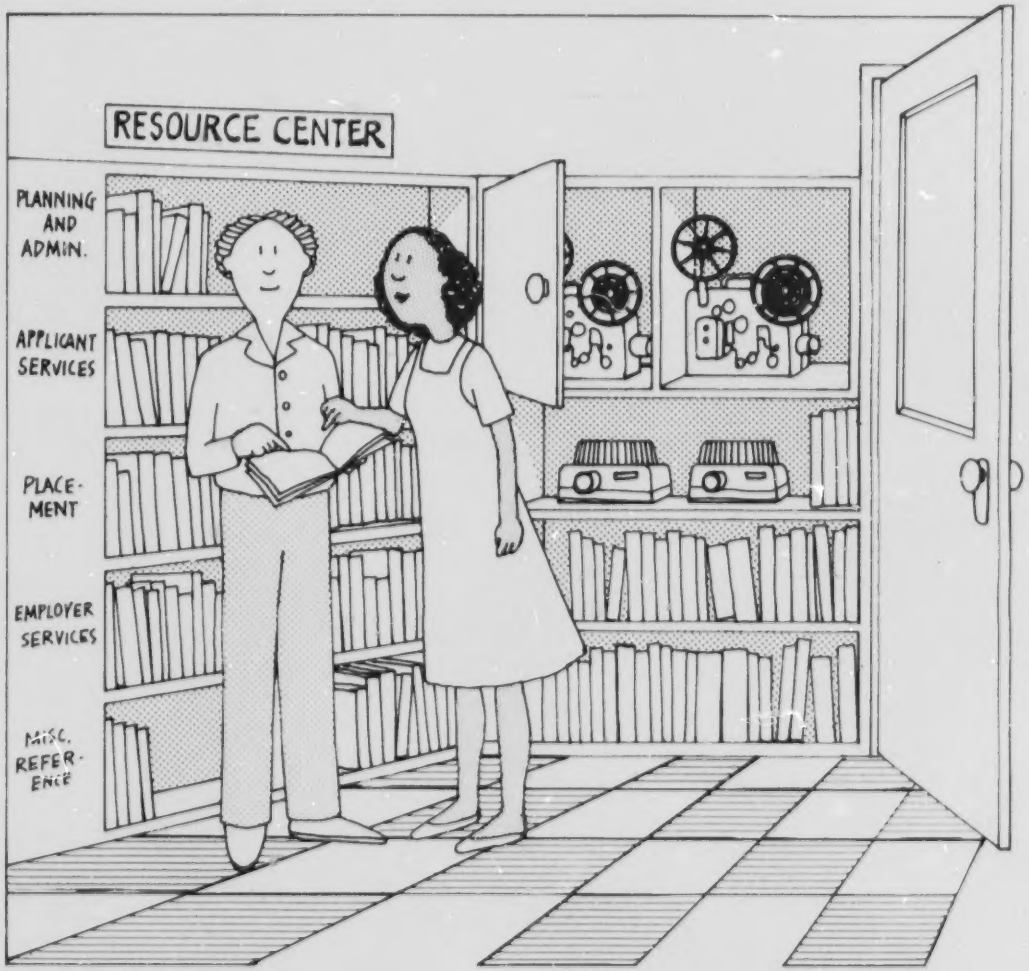
This publication is written for two audiences. Section I provides information and recommendations for the *manager* in making the decision to start a resource center/library. For the manager we try to provide the reationale, resources and results of setting up the center.

Section II, the bulk of the publication, is written in such a manner that a person with little or no library science background will be able to set up an effective in-house resource center/library with very little additional help.

We would like to emphasize that the material presented is not perscriptive. It is not the *only* way (or necessarily the best way) for your situation. It does provide, however, useful hints and recommendations from experienced people in the field that can be incorporated into *your* system as *you* see fit.

Throughout the publication, the "*active*" resource center/library is constantly emphasized. By this it is meant that the "center" (used as an abbreviation for resource center/library) should seek to find the needs of its users and reach out with materials to support the needs of others. This is central to the success of any resource center/library that is set up.

We suggest that you read the entire book before you try to get started. Questions you have in one section may very well be answered in another.



SECTION I
Getting Started:

Making the Decision

A critical part of making the decision to set up a resource center/library is the definition of its goals and objectives. All subsequent center issues will be based on what the center does and who it will serve — decisions that can't be prescribed but have to be made based on the needs of specific locations. Therefore, a management meeting should address the following concerns:

Decision 1: Function

- What should the center's *functions* be?
  - organizing incoming materials?
  - storing and cataloging?
  - controlling circulation of materials?
  - seeking information (reference services)?
  - acquiring new materials?
  - providing a hideaway to get work done?
  - interlibrary exchange?
  - preventing duplication of work by keeping staff informed?

All these functions are incorporated into the image of the active resource center/library — the center that seeks to find the needs of its users and reaches out with materials to support the needs of others.

These functions, prioritized according to your needs, serve as the basis for all subsequent decisions.

Decision 2: Service

- Who should be *served* by the center?
  - primarily/only in-house staff?
  - outsiders?

For the most part, the resource center/library will serve the needs of in-house staff. This is an appropriate time, however, to decide if the center should also serve outside clients. Serving outside clients will not affect the circulation of materials, but will influence the location of the center and allocation of staff time.

Decision 3: Organization

- Who should supervise the center's functions?
  - what organizational unit?
  - establish a steering committee?
  - establish a technical advisory group?
  - what will the line responsibility be?
  - where will funds come from?
- How will the transfer of staff and resources take place?
  - who should actually set up the center? (library staff, temporary help, group effort?)
  - how will the center be funded

This decision is relevant to particular organizational structures and will subsequently tie in with the staffing issue. In establishing line organization, you should examine source of funding; who will administer and approve allocation of resource center/library funds; who will be responsible for deciding priorities of purchases; by whom will progress reports be made out and to whom will they be sent; who will supervise center staff; etc.

In addition to line responsibilities, staff support functions such as advisory committees should be addressed. For example, a steering committee of in-house volunteers from each organiza-

tional unit might complement the line organization by developing criteria and guidelines for selection of center purchases, while keeping the center informed of user needs. Another possibility is the organization of a technical advisory group of retired librarians to advise on technical issues (best used where staffing of small centers is not by a professional librarian).

A complete organizational structure must be outlined before staff selection can be made. Responsibilities of staff must be clear and understood so that job-related criteria can be used in the selection process.

Decision 4: Staffing

- Who should staff the center?
  - skills/knowledge?
  - personal characteristics?
  - full-time/part-time?
  - number of staff?
  - responsibility of staff?

The staffing decision may be the single most important factor in the success or failure of the center. Now that you have decided on your center functions and priorities, on whom the center services and how it will be organized, you must decide who will set it up and keep it successful and active. While civil service requirements, current staff assignments and funding, etc., all enter into the selection process, it is always important to remember that the level of staffing must complement *your* priorities. While it is desirable to have the position filled by a professionally trained library science graduate to maintain an active center, it may not be necessary if your defined center function requires only upkeep of materials but not reference services. Thus, in accordance with your priorities, administrative possibilities range from a part-time employee to a fully trained librarian. The need for typing support, either full- or part-time as appropriate, should also be considered as necessary for efficient center functioning.

This position lends itself well to an upgrading opportunity. It would be complementary to the center to utilize staff who are knowledgeable in employment and training programs as this would be helpful to users and would save time in the reviewing, selection and cataloging, etc. of appropriate materials. If a candidate is selected with the basic knowledge and abilities and with a lot of motivation, this position offers growth to becoming a resource generalist; a position that will always be critical in the employment and training processes.

In addition to selecting a person with relevant skills, it is equally important to consider personal characteristics. The following combination of staff characteristics would be a positive attribute to effective and active center functioning:

- strong interpersonal skills; a strong desire to help others . . . the type of person who keeps abreast of all that is going on in the office and seeks ways of providing help;
- strong organization qualities; ability to work with detail;
- ability to work with little supervision; a self-starter; independent worker;
- perseverance.

Many a fine library with the most modern facilities and resources has been a total failure due to lack of cooperation and concern by the library staff.

Decision 5: Location

- Where should the center be located?
  - space desirable vs. space available?
  - space needed for expansion/growth?
  - in a busy area?
  - in a quiet area?

The location decision directly relates to the center goals and functions. If the center is only to be a hideaway to get work done, a remote location may be appropriate. If, however, it is to be an active user-oriented resource center, it should be visibly located to the users. If the center will service others outside of in-house staff, it must be easily accessible from building entries. It has been shown time and again that the presence of free resources is not enough to encourage use. If you set up your center like a retail store — accessible and visible, with pleasant, appealing and useful surroundings, and with knowledgeable and helpful staff — you have the basic formula for success. Work within the constraints of your office environment — the center can be part of a large room; it can be self-contained, or it can be partitioned off — but put it where it can be best utilized, always in accordance with center functions.

In deciding on the center location, you will want to consider room specifications, such as:

- adequate space for expansion;
- adequate room for seating, etc.;
- adequate lighting;
- smoking vs. nonsmoking sections;
- adequate space for storage;
- space for confidential materials;
- individual study units;
- availability of space in future years.

The space allocated can range from 150 square feet (10' x 15') to 1,250 square feet (25' x 50'). The former can provide very basic storage space, while the latter will allow a fully-functioning resource center with study and meeting

space. The space allocation decision will be based largely on judgment. Your office architecture – open space, cubicle, your other space priorities, etc. – all enter into the decision.

Decision 6: When to Start

- When should the center be established?
  - other pressing issues?
  - staff plans?

The final decision to be made in starting your resource center/library is when to do it. Needless to say, with so many materials coming in from the Employment and Training Administration National Clearinghouse and with so many materials on hand, start-up should be done as soon as possible. Your resource center can be opened up for use as soon as an area has been designated, staff have been hired, and a few shelvesful of materials have been classified (step-by-step instructions for setting up the center are provided in Section II).

In any resource center/library the organization and maintenance of materials is an ongoing process, so it is impossible to wait until "it's all finished" before opening the center for use.

A full list of essential and recommended materials needed to start the center along with costs and supplies are provided in Appendix I, and in the step-by-step breakdowns of Section II.

SECTION II
How to Set Up the Resource Center/Library

Often the decision to start a Resource Center/Library is based on the realization that:

(1) We have a lot of materials;
(2) Some of the materials are worth keeping;
(3) We don't have the time to examine everything, but some of it is obviously very important . . . what are we missing that we need to know?
(4) We should probably put some order to it.

The initial cataloging of material can be a frightening task if it is not approached one step at a time. A step-by-step procedure on technical cataloging and storage procedures, explained in the following subsections, makes this initial goal a "doable" process. In addition to step-by-step instructions, information is provided on the materials and supplies you will need to complete the processes.

Step 1: CATALOGING and CLASSIFICATION

Purpose

The cataloging and classification of all center materials provides two (2) important functions:

(1) Provides *control* over all materials by indicating what the center owns and does not own and just where materials are shelved.
(2) By using one classification system throughout, it allows the center user to *browse* among the shelves and easily locate materials of interest.

Suggested Procedures

The cataloging of book and multimedia materials need not be complicated. During the initial cataloging effort, all the material need not be cataloged and stored before the center starts functioning. A small critical mass may be used (say, 200 items) and a schedule can be set up (e.g., 50 a week) to complete the backlog of materials. A small resource center can spend a minimum amount of time cataloging new materials. Start-up time is estimated at ½-1 hour per title. Maintenance will, of course, depend upon the quantity of materials acquired by the center, but a few hours per week will probably be adequate to catalog newly received materials.

There are two parts to cataloging a material: First, one must analyze the intellectual content and determine what subject or subjects are covered by the material. Center staff should use a *File Structure Subject Areas* list as a guide to determining these subject areas. The list in Appendix 7 may be used.[1] Then, you must determine what major subject area best describes the content of the material. When you classify according to this system, place the document in the category that best describes it. It can be cross-referenced by other headings (see below). Material should be classified by the highest level that applies. For example, a report that covers Management Planning Direction and Control would be classified in the general category "Management."

When cataloging materials put out by the various agencies of the Federal Gov-

[1] As of this writing, a national cataloging system is being developed in conjunction with the clearinghouse and ETA Library. The decision has not yet been made whether to incorporate this list, a modification of it or a totally new structure.

Materials Needed	Approximate Cost	Vendor [1]
a card catalog* or a set of 4—5 file drawers (to contain the catalog cards and provide access to library users)	plastic — $60/4 dr. wood — $100—$120 /5 dr. unit	Demco, Bro-Dart, Highsmith, Gaylord and local stationery stores
@2,000 (or more, depending on size of collection) catalog cards* (to be filed in the card catalog and indicate author, title and classification number for materials the library owns)	$6/1,000	Same
@ 10 rolls of labeling tape or 1,000—2,000 pressure sensitive labels (to be attached to book spines or materials' covers and indicate classification number and author of the material)	labels: $2.40/1,000 rolls: $7.0/ea.	Same
1 heating iron* (to attach labels to materials)	$18/ea.	Same
100—200 catalog card guides* (to organize card catalog)	$13/100	Same
various shelf labels indicating subject areas and classification numbers (to be placed on shelves to indicate location of material)	$.50 (and up)/ea. (varies with type and sizes)	Same (or may be designed in-house or by a local art store)
1—3 rubber stamps (with resource center/library's name and address to indicate ownership of materials)	$2—$4/ea.	Same
@ 10 (or more, depending upon size of collection) shelving units	@ $160/unit (60½" high by 10" deep and 36" wide w/5 shelves, 4 adjustable)	Same (or local office supply or furniture store)
1—2 book trucks* (to use as a work area and to facilitate shelving of materials)	$65—$80/ea.	Same

[1] See Appendix for full addresses and ordering information.
*See Appendix for definition of terms.

ernment, it is important to be consistent in determining what that agency is *called*. To amplify this process, an *Authority File for Federal Government Authors* is contained in the appendix. By using this list, all materials put out by any one agency will be filed together in the card catalog under *one author*. This will determine what *file key number* you assign the material and, therefore, where it will be shelved in the center. Cross-referencing* is equally, if not more, important to finding appropriate materials. Therefore, a controlled (limited) number of cross-reference terms should be used. These will vary from region to region. However, a basic set is provided in Appendix 8. A number of cross-references should also be set up in the card catalog to direct the user to appropriate categories. These, too, are listed in Appendix 8.

It is important to note that regional needs and interests dictate the cross-referencing vocabulary. A specific minority group in your area may determine a separate cross-reference. We suggest that you circulate the file structure and cross-reference headings among the potential user group and solicit opinions — are they broad enough? Do they meet individual needs?, etc.

The cross-referencing system should be *simple* and *useful*. You cannot be all things to all people. You must therefore exercise judgment as to what catagories materials are to be cross-referenced by. As a general rule, if the average document you receive has more than four to five cross-references, you probably have too many and should try to limit the number of additions.

Each time you add a new cross-referencing term, be sure to add it to your master list. If you have the time, the more specific you are in cross-referencing, the easier the system will be. For example, if a report was cross-referenced under the heading "Woman," it would be helpful if the reference included a note "see Chapter 3, 'Women in Nontraditional Occupations.'"

Next, both the catalog card(s) and the material(s) itself must be labeled and prepared for shelving. A step-by-step listing of procedures follows.

1. Select and assign a *major* subject area and any additional subject areas or cross-references from the File Structure. Choose the corresponding File Key Number. This, combined with the next line (accession #), will form the classification #. *

   Example: The material is a book by Andrew L. Jones, entitled *Administration of an Apprentice Training Program.*
   Major subject area: Apprentice training

*See Appendix for definition of terms.

Other subject areas or cross-references: none
File Key # — 2-340
Classification # — 2-340-27 (the 27 indicates that this is the 27th material received on the subject of apprentice training. It is suggested that local numbering begin with 500 and assign numbers consecutively so as not to conflict with numbers assigned by the National Office.

2. Type up the catalog cards as follows:

1 for the major subject area
1 for any additional subject areas
1 for the author
1 for title

Example:
A. Subject Cards

INTAKE/ASSESSMENT

2-200-501 U.S. Dept. of Labor. Manpower Administration.

Worker Traits Training Unit.
U.S. Dept. of Labor, 1975.

1.Intake/Assessment 2.Worker Traits 3.Counseling

file under: Intake/Assessment

B. Cross-reference Subject Headings

WORKER TRAITS

2-200-501 U.S. Dept. of Labor. Manpower Administration.

Worker Traits Training Unit.
U.S. Dept. of Labor, 1975.

1.Intake/Assessment 2.Worker Traits 3.Counseling

file under: Worker traits

COUNSELING

2-200-501 U.S. Dept. of Labor. Manpower Administration.

Worker Traits Training Unit.
U.S. Dept. of Labor, 1975.

1.Intake/Assessment 2.Worker Traits 3.Counseling

file under: Counseling

Another person may need this information while working in a related subject area. A close look at the title will usually suggest one or two other subject areas under which the title should be referred. Prepare a separate card for each, as in these examples.

C. Author Card

2-200-501 U.S. Dept. of Labor. Manpower Administration.

Worker Traits Training Unit.
U.S. Dept. of Labor, 1975.

1.Intake/Assessment 2.Worker Traits 3.Counseling

file under: U.S. Department of Labor
Manpower Administration

D. Title Card

Worker Traits Training Unit

2-200-501 U.S. Dept. of Labor. Manpower Administration.

Worker Traits Training Unit.
U.S. Dept. of Labor, 1975.

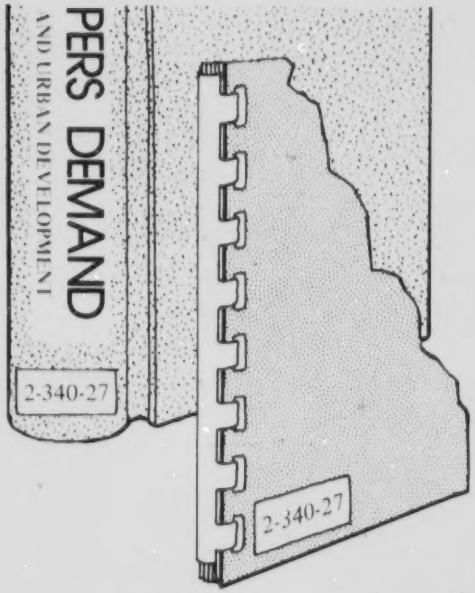
1.Intake/Assessment 2.Worker Traits 3.Counseling

file under: Worker traits training unit

3. File the catalog cards alphabetically in the card catalog.

4. Stamp the book with the center's name: (1) on the title page; (2) on the end pages; or (3) if not a book, stamp somewhere on the cover of the material.

5. Label the material (on the spine of the book or somewhere obvious if not a book) with the File Key #.



6. Glue a book pocket in the back of the book (or somewhere accessible on an AV item).
7. Type up a book card with file #, author and title and place in the book pocket.
8. Shelve material in its appropriate place on the shelf.

The Cataloging of Nonmanpower-related Materials

The file structure which has been recommended for use in cataloging all resource center materials will not be comprehensive enough to include nonmanpower-related materials. When such materials are to be kept in the resource center/library, they should be treated in the following ways:

Suggested Procedures

1. Select and assign *Subject Headings(s)* from the *List of Social Science Subject Headings* in the Appendix. This list was compiled from the Library of Congress Classification System and other subjects headings lists. It has been given similar file key numbers to use for classification and shelving purposes. Choose the number which corresponds to the *major* subject area of the material. Should the material cover more than one subject area, select additional subject headings either from the *List of Social Science Subject Headings* (Appendix 6) or from the *Cross Reference Key* (Appendix 8) to cover all pertinent subject fields. Remember, however, give only one classification number -- the one which corresponds to the *major* subject area.
2. Type up catalog cards as follows:
   1 for each subject area
   1 for author
   1 for title

Example:

A. Subject Cards

SOCIOLOGY

S2-000-31 Durkheim, Emile

The Rules of Sociological Method.
Free Press, 1938.

1.Sociology 2.Social Surveys 3.Methodology et al.

file under: Sociology

SOCIAL SURVEYS

S2-000-31 Durkheim, Emile

The Rules of Sociological Method.
Free Press, 1938.

1.Sociology 2.Social Surveys 3.Methodology et al.

file under: Social Surveys

METHODOLOGY, TECHNIQUES, PRODUCTS, INFORMATION

S2-000-31 Durkheim, Emile

The Rules of Sociological Method.
Free Press, 1938.

1.Sociology 2.Social Surveys 3.Methodology et al.

file under: Methodology

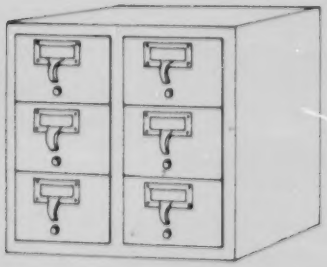
B. Author Card

S2-000-31 Durkheim, Emile

The Rules of Sociological Method.
Free Press, 1938.

1.Sociology 2.Social Surveys 3.Methodology et al.

file under: Durkheim



C. Title Card

Rules of Sociological Method

S2-000-31 Durkheim, Emile

The Rules of Sociological Method.
Free Press, 1938.

1.Sociology 2.Social Surveys 3.Methodology et al.

file under: Rules of Sociological Method

3. File the cards as indicated in the card catalog.

4. Stamp the book with center's stamp, as indicated above.

5. Label material with appropriate File Key #, type a book card, and shelve.

Since your center will have few of these nonmanpower-related items, it is best to set aside one shelving unit for them rather than confusing users with two separate classification schemes in one shelf.

Step 2: STORAGE of MATERIALS

Vertical File

Much of what a center acquires is non-book and often does not lend itself to traditional shelf storage. Journal article reprints, newspaper clippings and pamphlets are especially difficult to store on a shelf, as they tend to get lost among the larger items. It is often best to file these materials in a filing cabinet (vertical file). To encourage use of the materials, it is advisable to insert a card in the card catalog indicating that additional materials are available in the vertical file, i.e. ,

Apprentice Training

For additional materials
see vertical file.

Within the vertical file (VF) materials should be arranged by subject to correspond to the order of materials on the shelves. They may be placed in individual file folders and labeled with either the subject area (i.e., Apprentice Training) or the File Key (i.e., 2-340) or one large folder (i.e., a hanging file folder may be made for each subject area to contain all VF material on that subject).

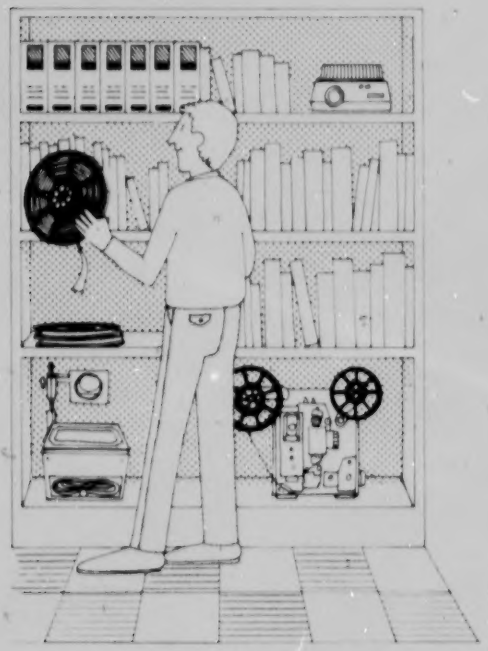
Materials Needed	Approximate Cost	Vendor
1 or more file cabinets	$120.00/cabinet	Gaylord, Pemco, Brodart and office supply houses
pendaflex or other hanging files (plus labels)	$6.00/100	Same
buff files	$6.00/100	stationery supply stores
audiovisual storage boxes (various sizes and shapes for different media)	from $2.00/box and up	Same
magazine storage shelves (1 or more sections)	$200/unit	Same

While a vertical file does solve the problem of how to store flimsy and nonstandard materials, it should not be substituted for full cataloging when and if an item is valuable enough to warrant it. However, a vertical file which is well organized and which the center staff calls users' attention to can often provide information not available in standard formats.

Audiovisual Materials*

Audiovisual materials often pose storage problems and, as a result, are too often relegated to the bottom shelves or to a separate (and usually closed) cabinet. If the use of multimedia materials is to be encouraged, they must be kept with all other materials on the same subject. It is recommended to store films, tapes, slides, etc. on the shelf alongside book materials. If the audiovisual items are too large, as films often are, either lay them flat (if space permits) or store them immediately under the other materials.

*See Appendix for definition of terms.



With small audiovisual materials such as tapes or film strips, it may be necessary to place them into special storage boxes before shelving to insure that they won't be lost. The major library suppliers (see Appendix 1) make such storage boxes as well as albums and carousels, which accommodate a number of filmstrips, tapes, cassettes, or slides.

The watchword in the storage of all multimedia materials is "Make it easy to find and easy to use."

Multiple Copies

Since some, if not all, of the resource centers will be receiving a large number of copies of certain materials, especially training materials, it may be necessary to store these materials, at least temporarily, in the center. Since any such new materials are probably of great interest to users, it is advised against storing these boxes in a corner somewhere.

To encourage users' taking the new materials, a "newly arrived" space should be set aside on a prominent bookshelf. New materials could be kept here for a set period of time (say two weeks or one month) and then either stored permanently, distributed, or discarded. While it is not necessary to be terribly formal about multiple copies, they can take up precious shelf space, and their rapid distribution should be encouraged.

Periodicals*

Unbound periodicals (journals, newsletters, indices, and abstracts* . . .) pose problems both in the method of storage and the method of access. Most centers find that users want periodicals kept separate from the other center materials. While center users want books shelved in subject order, they usually prefer that journals be in order by title.

*See Appendix for definition of terms.

In order to encourage easy access and to allow storage, it is recommended that periodicals be kept separate from books and other center materials. They may be shelved on traditional shelves, or you may choose the specially made periodical shelving which allows the magazines to be flat and be seen more easily. In either case, shelve by title and data and label the shelves for additional ease of access.

Weeding the Center Collection

In any center with limited space, the time comes eventually when you will have to make some decisions as to which materials to discard or store in order to make room for newly acquired materials.

Too few centers do an adequate job of this "weeding." A center with a few useful, much-used volumes is doing a far better job of serving its users than one with its shelves crowded with out-of-date, seldom-used materials. Do weed. Do set aside a week or so every year to systematically go through the entire collection.

The weeding process can be simplified if you keep records of all materials which are borrowed, i.e., *save* the book cards. Each year go through the collection and examine these cards. If the material has not circulated at all during the year, make

a note of it. The next year, discard items which have not circulated in the last two years — unless you know that the item is being used by you or other library patrons.

The best method of discarding materials is to first put out a free give-away box and see what is taken by center users. Often many items will disappear this way. Second, if you know of no one who might want the materials, ship them off to a local public library or college library as donations.

Weeding journals poses a more difficult problem. They accumulate rapidly and are often very cumbersome to store. Just how many back issues of journals to keep in their entirety will depend upon your space limitations and the needs of your users. Unfortunately, the two may conflict. You will find the center running out of shelf space despite user need for back periodicals. When this happens, one solution is to go through the journals and clip articles which may be (or have been) of interest to center patrons. These can then be filed in the vertical file. If you are ambitious, make a card for the article under author and title for the card catalog.

Another option is to keep only those issues which contain potentially interesting articles. These journals, in their entirety, may then be stored with the current journals (for as long as space permits).

Record Retention

It will not be long before you find multiple-copy order cards and book cards and request slips, etc. piling up in the center. In order to prevent either discarding records which you may later find you need or, conversely, never being able to find the desired slip of paper in a dearth of accumulated paperwork, some decision must be made as to what you want to keep and for how long.

It was recommended earlier that *book cards* be kept in the books for one year until an inventory is taken. This will allow you to determine use of the materials for weeding purposes.

The "one year rule" can also apply to most other records. *Order forms* should be kept for at least six months after the material has arrived to insure that there is adequate documentation for any problems in billing or future ordering. Always be sure that a book has been cataloged and the cards filed in the card catalog (to replace the "on-order" slip) before discarding "dead" order slips.

Library request slips (i.e., recommendations for purchase, requests for reference work to be done, etc.) may also be discarded within a few months. However, *always* be sure to keep a log of the *total number* of requests filled, books ordered, etc. before throwing out the forms themselves. This documentation is very valuable as a guage of center use, and such statistics should be included in your Annual Report (see Step 8 on *Administration).*

Step 3: CIRCULATION of MATERIALS

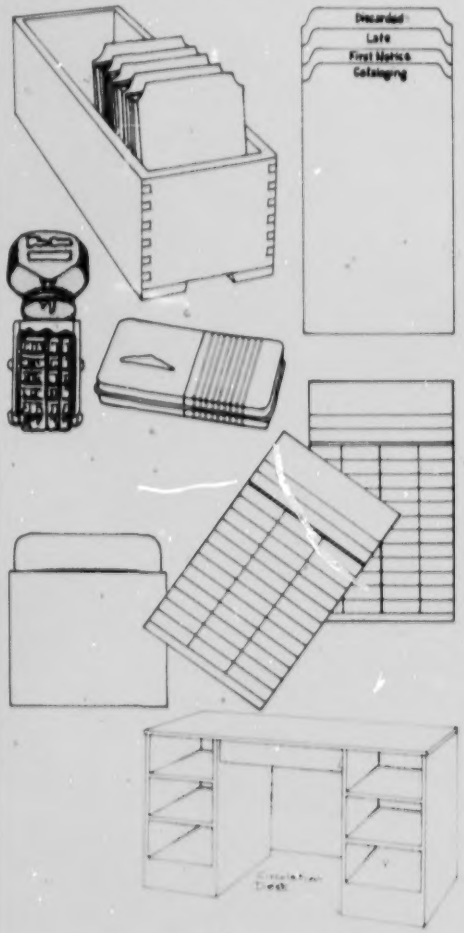
Purpose

To allow books and other materials (with some exceptions) to be borrowed by center users and kept for a reasonable period of time; to allow center control over materials, i.e., center staff can easily determine which materials are checked out and can, if necessary, request return of any materials needed for other user use.

Suggested Procedures

A. When center materials are to be borrowed by a user:

1. Have patron complete a *book card* (see sample # 1). This card may be kept in the date due book pocket of the material (see Step 1: Cataloging, details) or may be filled out at the circulation desk for each material borrowed.



Materials Needed	Approximate Cost	Vendor
1–3 *charging trays** (for keeping *book cards** of checked-out material)	plastic—$6/ea. wood—$10/ea.	Highsmith, Demco, Bro Dart, Gaylord
1–2 set(s) of charging tray guides (to organize cards within charging trays)	$3—$5/set	Same
1–2 date stamps and ink pads (to indicate due date on cards and materials checked out)	pad—$2/ea. stamps—$2/ea.	Same
@1,000 book cards (to contain information on materials borrowed and borrower and to be filed in charging trays)	$5—$6/1,000	Same
@1,000 date due book pockets (to hold book cards in non-borrowed materials and to indicate date due in borrowed materials)	$11/1,000	Same
desk or table (to be used as a circulation area)		Same (may be found in any office supply store)

*See Appendix for definition of terms.

2. Stamp the *book card* and the *date due book pocket* (sample # 2) with the date stamp.

   Recommended borrowing period is two (2) weeks for most materials, one (1) week for popular or new materials and overnight for reference or journal materials (photocopying should be encouraged in these cases).

3. File the *book card* in the *charging tray*. It is recommended that book cards be filed by the classification number (see Step 1: Cataloging, for details). However, in a very small center where few materials circulate, it is possible to file either by (1) author; (2) title; or (3) date due.

B. When materials are returned by the borrower:

1. Locate *book card* in *charging tray*.
2. Return *book card* to *date due book pocket* and cross off the borrower's name and date due.
3. Return material to its place on the shelf.

Recommended Procedures:

Interlibrary loan will allow your center to borrow materials from other U.S. libraries for your center users. The procedures for interlibrary loans are quite formalized and must be followed strictly. Before embarking upon your first loan, be sure to read the ALA's *Interlibrary Loan Procedure Manual*.

Generally, the procedure is as follows:

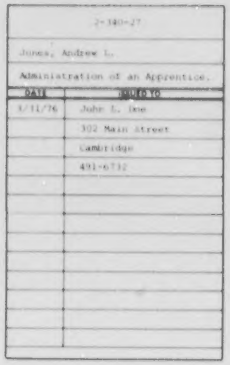
1) When request for material comes in be sure to *verify* it; i.e., establish that the author, title, date, pages, etc. are correct.
2) Record all the information on an *interlibrary loan request form* (see sample # 3).
3) Determine which library you want to borrow the book from — use local public or academic libraries as much as possible.
4) Fill in the library's name and address on the interlibrary loan form.
5) Type up a shipping label with your center's name and address.
6) Send copies A, B & C of form with shipping label to the lending library.
7) File copy D of form in a file for your record.

When borrowed material arrives, be sure to tell your resource center/library user to return the item to you in time to mail it back to the lending library.

Materials Needed	Approximate Cost	Vendor
Interlibrary Loan Procedure Manual American Library Assoc., 1970. Interprets U.S. interlibrary loan policies and goes into detail on the various procedures which must be followed in loaning and borrowing materials	$5.00/ea.	American Library Assoc. 50 East Huron Street Chicago, Illinois 60611
100 multiple-copy interlibrary loan forms (imprinted with library's name and address)	$20.00	Demco, Bro Dart, Highsmith, Gaylord

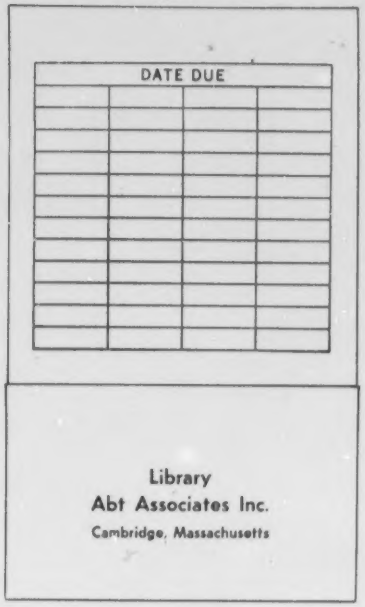
As an alternative to interlibrary loan, which can be a tedious and too often nonrewarding endeavor, your resource center/library may wish to establish borrowing arrangements with any libraries in the area which you would use on a regular basis. While this sometimes involves a borrower's fee, it may also be free. Call and speak to the librarian, explaining your interest. Usually, some arrangement can be worked out.

Sample # 1



2-340-27	
Jones, Andrew L.	
Administration of an Apprentice.	
DATE	BORROWED BY
3/11/76	John L. Doe
	302 Main Street
	Cambridge
	491-6732

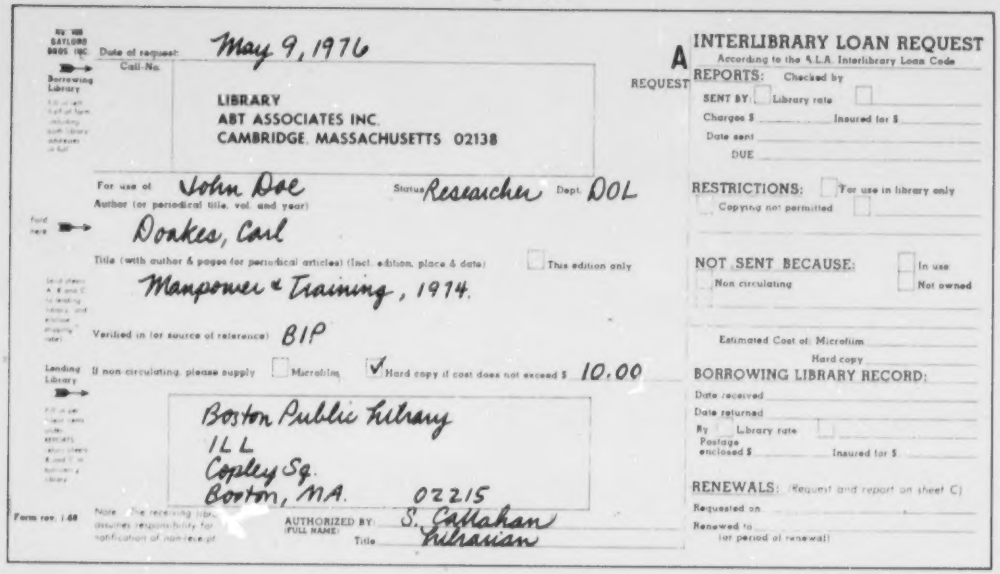
Sample # 2



DATE DUE			

Library
Abt Associates Inc.
Cambridge, Massachusetts

Sample # 3



Date of request: May 9, 1976
Call No.

LIBRARY
ABT ASSOCIATES INC.
CAMBRIDGE, MASSACHUSETTS 02138

For use of John Doe Status Researcher Dept. DOL

Author (or periodical title, vol. and year)
Doakes, Carl

Title (with author & pages for periodical articles) (Incl. edition, place & date) ☐ This edition only
Manpower & Training, 1974.

Verified in (or source of reference) BIP

If non-circulating, please supply ☐ Microfilm ☑ Hard copy if cost does not exceed $ 10.00

Boston Public Library
ILL
Copley Sq.
Boston, MA. 02215

Note: The receiving library assumes responsibility for notification of non-receipt

AUTHORIZED BY: (FULL NAME) S. Callahan
Title Librarian

A
REQUEST

INTERLIBRARY LOAN REQUEST
According to the A.L.A. Interlibrary Loan Code

REPORTS: Checked by
SENT BY: ☐ Library rate ☐
Charges $ ____ Insured for $ ____
Date sent ____
DUE ____

RESTRICTIONS: ☐ For use in library only
☐ Copying not permitted ☐

NOT SENT BECAUSE: ☐ In use ☐ Not owned
☐ Non circulating

Estimated Cost of: Microfilm ____
Hard copy ____

BORROWING LIBRARY RECORD:
Date received ____
Date returned ____
By ☐ Library rate ☐
Postage enclosed $ ____ Insured for $ ____

RENEWALS: (Request and report on sheet C)
Requested on ____
Renewed to ____
(or period of renewal)

Audiovisual (AV) Materials

The circulation of nonbook materials can pose unique problems for the center. In most matters, AV materials should be treated in the same manner as all other center materials. They should be intershelved among the books and cataloged in the same way as the books.

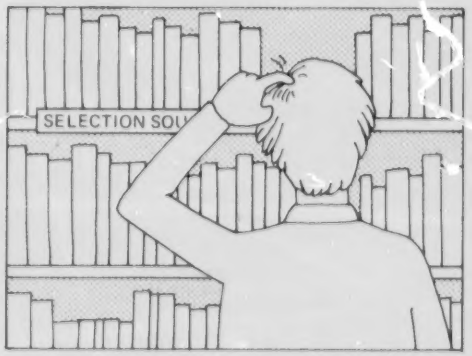
However, when AV materials are borrowed, users may want to borrow the equipment necessary to use the material (slide carousel, film projector, etc.) and they may desire to preview the material in the center on such equipment before actually taking it.

It is recommended that if the center owns a substantial multimedia collection, provision be made to store AV equipment in the center in order to preview materials. The resource center librarian should determine just what equipment is needed. Find one if it exists in-house. Either arrange to store this equipment in the center itself, or set up a procedure whereby the center can access the equipment whenever necessary.

It is suggested, however, that borrowing of AV equipment from the resource/center library *not* be allowed, as the time and staff necessary to check equipment and its condition before and after use are large. A better solution is to, per the above, make provision in the center or in a nearby room to show AV materials when the borrower cannot provide his/her own equipment, or to refer the user as to where equipment is available.

Step 4: SELECTION of MATERIALS

(This step is to be distinguished from the following step on *Ordering of Materials*. This section deals with the decision-making procedures involved in selection of materials rather than in the paperwork involved in the physical ordering.)



Purpose

The careful and orderly selection of materials for a resource center/library collection is the best way to ensure an up-to-date and useful collection. The actual selection of materials also allows the center staff to both become familiar with some of the most useful reference tools in the field and also to keep current themselves on new developments and recent publications.

Suggested Procedures

The selection of materials should be an ongoing process. Center staff must make it a point to periodically go through all the selection sources (preferably as soon as they arrive). The criteria used for selecting materials and accepting gifts or donations will differ from center to center, but considerations such as the following should play a part in your evaluation:

1) present collection — Does item duplicate present collection, or is it complementary?
2) users — Will item be helpful to center users, or will it just sit on the shelf? Has a user requested it? Might it be helpful

to survey users as to what their needs are?

3) center budget — Can you really afford the item or would the money be better spent elsewhere? (If so, and you still believe the item to be worth purchasing, can you obtain additional funds in any way?).

(The following description of materials needed for the selection of materials is both limited and general. It is hoped that the center staff will use their own imagination in seeking out additional selection sources.)

Selections Resources	Approximate Cost	Vendor
Worklife (formerly Manpower) The official journal of the Labor Department's Manpower Administration. This monthly journal is valuable both for its brief news squibs relevant to the manpower situation and for its listing of "R&D Reports" which includes recently received reports compiled under research contracts granted by the Manpower Administration, most of which are available from NTIS[1].	$15.30/yr.	US GPO[1] SuDOC#: L1.39/9: (*V.*#)
State and/or Regional Newsletters Your state or area's Manpower offices may distribute copies of newsletters. These are often free and can be valuable as a selection source if they contain references to recent publications of interest.	Often Free	Local, regional, and State Manpower offices.
Monthly Labor Review This is the official organ of the Bureau of Labor Statistics and contains an excellent book review section with relatively long and detailed signed reviews.	$22.35/yr.	US GPO SuDOC#: L2.6 (Vol. #)
Monthly Catalog of U.S. Government Publications As the official monthly listing of all government publications available from the Superintendent of Documents, this journal is invaluable in book selection. It is organized by agency with a subject index	$27.00/yr.	US GPO SuDOC#: GP 3.8: (date)

(Continued on next page)

Weekly Government Abstracts: Administration This is a weekly annotated listing of selected government reports on the subject of administration. Each year it has a subject index as the last issue and all issues are divided into general subject categories. Should be scanned weekly, both as a selection source and as a general information source.	$30.35/yr.	NTIS[1]
Selected United States Government Publications This free monthly list is a very selective listing of government publications (most, if not all, are also listed in the Monthly Catalog) It is useful as a selection tool because it lists generally popular government items.	Free	US GPO SuDOC#: GP 3.17 (Vol. #)
Manpower Administration Publications. Available from Department of Labor Warehouse This is a catalog of ETA publications stocked in the DOL warehouse. This catalog can be kept current by making use of the listing of ETA publications released monthly by file & memorandum.	Free	US DOL ETA, Room 10225 601 D St., N.W. Wash., D.C. 20213
Selected Government Agency Publications Indices Most government agencies periodically put out an index of publications available from that agency. This index can usually be sent out free upon receipt of written request.		Specific Government Agency

[1] See appendix for instructions on ordering government publications.

Selection of Audiovisual Materials

While the selection of AV materials should be considered a part of the overall selection of materials rather than a separate function, a few remarks on this process specifically are necessary. In some cases you will find that the above-mentioned selection resources will, from time to time, include AV materials and/or review them briefly. Various federal agencies publish separate catalogs of AV materials which they produce and distribute. These catalogs are usually available from GPO and may be found by looking in the subject index of the December issue of the *Monthly Catalog* under "catalogs."

Should you be interested in selecting films issued by the federal government, the National Audiovisual Center of the GSA (phone 202/763-1891) puts out a directory of AV personnel by agency. This directory can be used as a guide to further film procurement. Other sources for the purchase and/or loan of free or inexpensive AV materials include:

AV Selection Resources	Approximate Cost	Vendor
Botham, C.N. *Audiovisual Aids for Cooperative Education and Training.* 1969.	$2.50	Unipub P.O. Box 433 Murray Hill Station New York, NY 10016
Educators' Guide to Free Films Annual	$12.75	Educational Progress 4900 South Lewis Tulsa, OK 74105
Guide to Government Loan Filmstrips, Slides and Audiotapes.	$2.95	Serina Press 70 Kennedy Street Alexandria, VA 22305
Educators' Guide to Free Guidance Materials. 1975.	$9.75	Educational Progress
Educators' Guide to Free Tapes, Scripts and Transcriptions. 1975.	$9.50	Educational Progress

Step 5: ORDERING of MATERIALS

Purpose

An organized and consistent method of ordering materials allows the center staff to easily determine what materials are presently being acquired for the center; it allows the staff to avoid duplication of paperwork, and it permits easy follow-up of any ordering problems which may arise.

Suggested Procedures

(These procedures will necessarily have to be adopted to any existing in-house ordering policies. It is advisable that the center staff meet with the office purchasing agent and the office accounting personnel to work out a workable method of ordering materials.)

Once a book or other material has been selected for acquisition, the center staff should verify all the ordering information (i.e., correct author, title, price and publisher) by:

1) Looking the book up in *Books in Print* (can look up under either author or title) and copying down

all the ordering information. At the end of the titles volume of *Books in Print* (*BIP*) appears a list of all major publishers with their addresses. The address should be noted also.

2) If the book to be ordered is a government publication and is not listed in *BIP*, the library staff should next consult the Monthly Catalog of *U.S. Government Publications*. The December issue of each year is a cumulative index to all the publications for the year and lists publications by title and by subject. (However, since titles do vary, it is advisable to search under subject or subjects before giving up altogether). Once you've found the publication in the index, it will be necessary to go back to the appropriate monthly issue to determine price and availability (be sure to read all the "how-to-use" directions carefully). Most government publications are available from the Superintendent of Documents, U.S. Government Printing Office in Washington. (See Appendix on how to order GPO publications.)

3) If you still cannot find any information on ordering the material, possible alternatives are:

   a) If a government publication, call the issuing agency if known or a likely issuing agency if unknown, or call the U.S.G.P.O. in Washington.

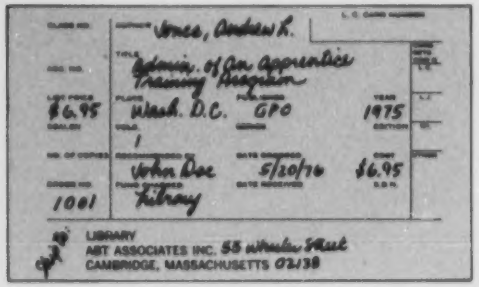
   b) If known, call the publisher.

   c) Check the original citation to be sure it's correct.

Materials Needed	Approximate Cost	Vendor
Approximately 1,000 multiple copy book order forms imprinted with library's name and address	$5/1,000	Gaylord, Demco, Bro-dart, Highsmith (or can have custom-made book order forms to order)
Books in Print (current year) A listing by author (2 vols) and title (2 vols) of all current books in print giving author, title, publisher and price. End of title volume includes an alphabetical listing of publishers with addresses and phone numbers.	$75 for 4 volumes	R.R. Bowker Co. P.O. Box 1807 Ann Arbor, MI 14106
Publishers' Catalogs	Free	From publishers (see *Books in Print* for addresses)
Monthly Catalog of U.S. Government Publications. Monthly listing by agency of all GPO publications with author and title indices and a yearly subject index.	$27.00/yr	US GPO
Separate card catalog drawers (to file order cards by publisher) 1 for "on order" 1 for "dead or received"	See cataloging section for details	

It is recommended that the center staff keep a file of publishers' catalogs. These can be obtained by sending a letter to the publisher (see *BIP* for addresses) requesting a list of current publications and asking to be put onto a mailing list. This will allow you to obtain prices for very new materials which probably would not have appeared in *BIP* yet.

Having verified the bibliographic information, the next step is to complete a multiple order card (see sample below). This card can be sent to the publisher as long as a complete address appears on the card.



Once the form is complete, file as follows:

1. One copy (or more) to publisher as an order.
2. One copy (or more) to card catalog under title and author to indicate book is on order.
3. (Optional) One copy may also be kept in a file by *publisher* to assist in checking in the materials when they arrive.

The prepayment of all orders is advised, if possible. Also, government (G.P.O. and N.T.I.S.) publications *must* be prepaid, and a number of publishers also require prepayment for small orders. If it is not possible to prepay all orders, deposit accounts should be set up with G.P.O., N.T.I.S. and any other publishers you deal with extensively. Just write the vendor and indicate your interest in establishing a deposit account. For G.P.O. publications it is also possible to obtain *coupons* and use these to prepay orders. (See Appendix 1 for details.) Either method allows easy ordering.

When ordered materials arrive in the center, they should be checked in as follows:

1. Indicate "date received" on the order form in the card catalog. This card will be removed once the material is cataloged and replaced with the catalog card.
2. If an order form is filed by publisher, indicate the date received on it and file it in a "dead" or "item received" file of some kind. It is always advisable to keep separate the order materials from those which have been received.

If the item was not prepaid, process the invoice and send it to the appropriate accounting office to be paid. Be sure to note on the order form that the invoice was sent to be paid.

The material is now ready to be cataloged and added to the collection.

Step 6: REFERENCE

Purpose

One of the best public relations tactics a new center can use is to do a good job of answering reference questions. Users judge the worth of a center both by the adequacy of its collection and by the quality of the staff's answers to their questions. The development of an adequate reference collection and center staff familiarity with the collection will do much to promote the center in the organization.

This is a very brief list and should be supplemented by books you find you must refer to often.

In addition to the reference sources on the next pages, it is advisable to have in the library:

A U.S. Atlas and road map
Phone books (both local and for major U.S. cities)
A zip code directory
A post office directory
A set of encyclopedias (Encyclopedia Americana is a good choice)
A good dictionary (Webster's Seventh Collegiate or Random House Dictionary are both good)

Suggested Procedures

The center staff will find that answering reference questions can often involve as much asking of questions as giving of answers. Before you attempt to answer any question, be sure you understand what is being asked. Don't be afraid to ask what terms mean or if the questioner knows more about the topic.

If a user is interested only in a quick answer to a question, i.e., what was the 1975 level of funding for CETA Title I, it is probably best just to answer the question. However, if he or she wants a lengthy bibliography, i.e., a listing of journal articles and books on working women, then your role should be to show the user where to locate the information and directing him or her to indexes and abstracts and showing how to use the sources.

A BASIC EMPLOYMENT AND TRAINING REFERENCE COLLECTION

Item	Price	Vendor
Statistical Abstract of the U.S. Useful for answering all kinds of questions involving statistics—both national and regional. Be sure to notice that each table has a footnote indicating the source of the statistics.	$8.00 (soft-bound)	US GPO
Federal Directory 3rd Edition, 1975. This publication provides names, phone numbers and addresses for federal government officers and is often useful in finding out *Who* occupies a particular office as well as phone numbers. Also includes organization charts for major agencies.	$50.00 (est.)	Consolidated Directories 1133 15th St., N.W. Washington, D.C. 20005
U.S. Government Manual (Latest) Provides both organization charts and brief descriptions of agency and office functions as well as some phone numbers.	$6.50	GPO
State Information and Federal Region Book (Latest) A listing, by state, of all state government officials; U.S. Senators (and their phone numbers) and selected federal offices in the state with addresses and phone numbers.	$5.00	Potomac Books, Inc. P.O. Box 40604 Washington, D.C. 20016
Manpower Report of the President (Latest)	$4.50	GPO

(Continued on next page)

This Annual Report includes statistics on employment and unemployment, public service jobs, and federal manpower programs, as well as descriptions-analyses of the impact, scope and trends of federal manpower programs.		
Handbook of Labor Statistics (Latest) Statistical data on the labor force, employment and unemployment, hours, wage, productivity, consumer wholesale prices, unions and selected foreign labor statistics.	$5.35	GPO
Human Resources Abstracts This quarterly journal indexes and abstracts both books and periodical articles. It is an excellent source to consult when compiling a bibliography or a list of readings.	$50.00/yr.	Sage Pub., Inc. 275 S. Beverly Drive Beverly Hills, CA 90212
BNA Manpower Information Service This looseleaf service provides "current reports" on federal manpower programs and funding; manpower training program development; new legislation and regulation affecting manpower programs. Its "reference files" provide detailed descriptions of the major manpower programs and analyses of current federal manpower funding. Also includes directors of government agencies, private organizations involved in manpower.	$200—$300/yr.	Bureau of National Affairs 1231 25th St., N.W. Washington, D.C. 20037

Providing information to those who need it can be very rewarding. While center users expect answers, they also appreciate a knowledgeable referral. If you don't know an answer to a question, don't hesitate to refer the user to a potential resource.

Step 7: PROMOTION of the RESOURCE CENTER

One of the most important, effective, and rewarding tasks of the center staff is the promotion of the center and its services to current and potential users.

A variety of methods alone or, preferably, in combination, can be used to achieve this goal. The first objective should be to make the center's existence known and to get the resources *used*. Word of mouth and personal contact are the most valuable tools you have. It is critically important to know what is going on and to be able to anticipate the needs of your user group. Request permission to attend staff meetings where plans and strategies are discussed. Identify problem areas, select appropriate resources and *physically*, *personally* bring the materials to the attention of the appropriate person.

Whenever it is decided to start a train-

ing course, seek out appropriate materials and bring them to the course manager or trainer. When needs analysis are formally (or informally) conducted, again obtain the materials and bring it to the attention of the person who must address the needs. When needs arise for which you have no appropriate material, start calling all your contacts (other libraries, other agencies, etc.) and pursue it with tenacity. Pretty soon people will begin to respect the center as a viable source of useful information.

Flyers, brief announcements, or a Resource Center Newsletter are all easy to do and often effective. The goal here should be one of simplicity of design. Be brief, but don't hesitate to brag a bit about the center's resources and services. A one-page announcement, photocopied (use colored paper or an odd length — it will stand out in a crowd of papers), and posted or mailed is a good start.

Follow-up is also important. Send out one or two more brief flyers (making each a bit different — maybe emphasizing specific services or resources) after the first. Make people curious. They'll want to come and see what all the fuss is about.

Within the center, the use of bulletin boards is a good way of familiarizing users with new books, the library staff, reference services, capabilities . . . . Make displays colorful and be sure to place them near the entrance so people won't miss them.

Typing some sort of brief newsletter regularly will both remind people of the center and acquaint them with new materials. Compiling such a newsletter need not take much time. When new materials are acquired or catalogued, write a brief sentence or two on the content of each on a card. Then you can simply use these cards for inclusion in the newsletter.

A good way to initiate the center is to hold an open house. Provide free refreshments and brief orientation tours of the facility and materials available. Periodic "screening sessions" of audiovisual materials is also helpful. When new staff come on board, make a point of personally inviting them to the resource center and give them an orientation to the facility.

One of the best advertisements for the center is, of course, good service. When center staff are courteous and helpful, word will get around. When staff requests for information are keeping you busy 110% of each day, then you know your center is successful. Until then, keep actively promoting the center and REACHing out with materials. Don't wait for people to come to you.

Step 8: CENTER ADMINISTRATION and MANAGEMENT

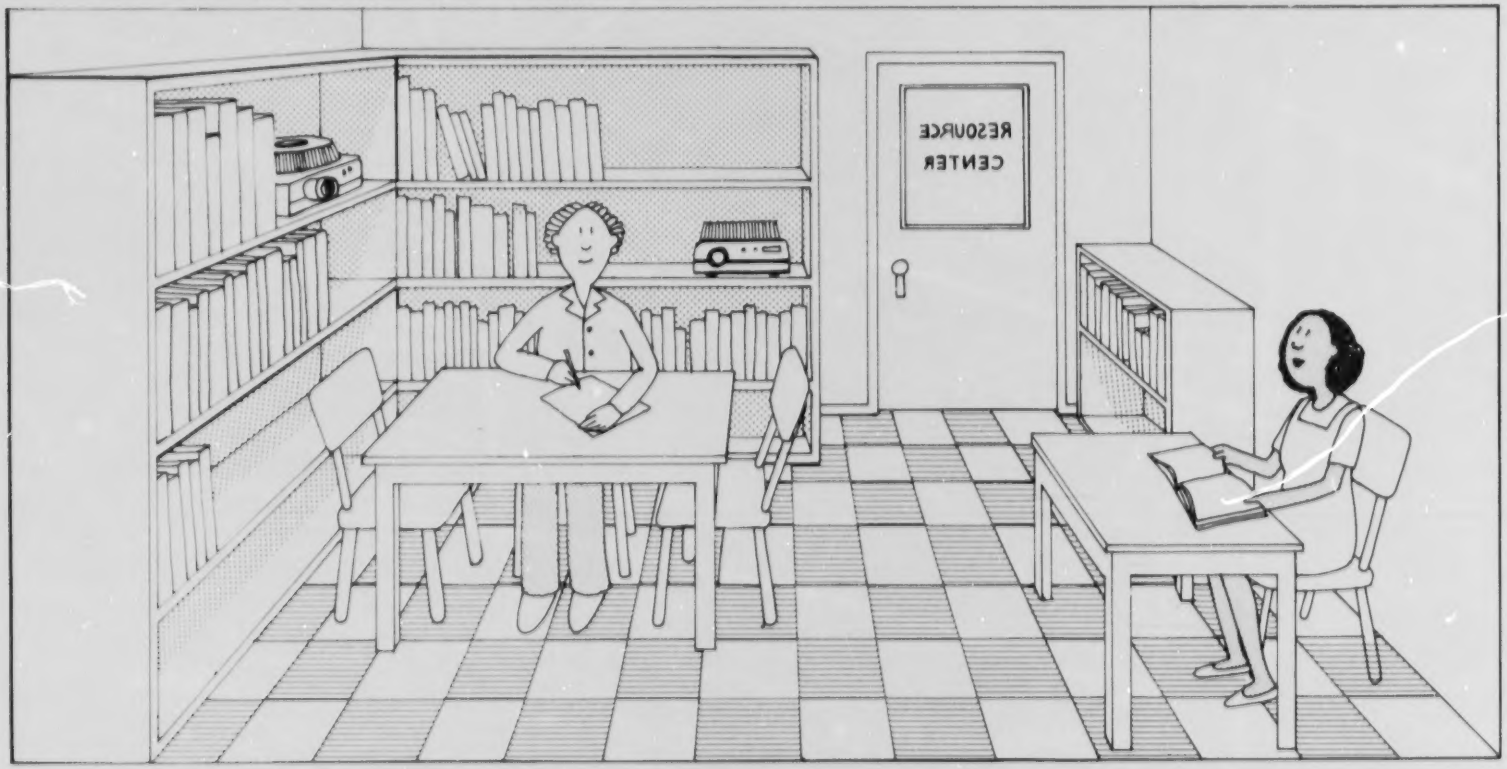
In a one-to-two person resource center, administration is a task which will hardly seem separate from the daily work of running the center. However, certain of these tasks should not be forgotten in the hussle and bussle.

The most important of these is budgeting and planning. When the center is first organized, the librarian should meet with his or her supervisor to outline a budget for the coming year. Such a budget should include expenditures for: (1) books; (2) periodicals; (3) center supplies and furnishings; (4) staff; (5) postage; (6) xeroxing; (7) any other overhead expenses which the library must absorb such as telephone; (8) noncenter supplies (stationery, pens, ink . . .); and (9) fringe benefits. In order to simplify future budgeting, be sure to keep good records of all such expenses during the first few months of operation. This

will allow you to adjust the budget, if necessary, to make it more realistic.

Another important administrative task is the planning of center goals and objectives. Such a plan should be done at least yearly and evaluated by both librarian and supervisor. Include in such a plan a statement of the purpose(s) of the center and the methods you propose to achieve the program. Such a plan not only forces the center staff into verbalizing its objective, but also provides needed backup and accountability for the expenses included in the annual budget.

An excellent format for the presentation of both budget and plans is the annual report. In addition, such a report should contain statistics on numbers of materials acquired, materials circulated and illustrations of the types and quantity of reference and research questions answered by center staff.



While keeping track of such statistics can be time consuming, if you design one or two forms (i.e., a center request form which is filled out for all reference questions) and keep used library cards and order forms, the process is greatly simplified.

The day-to-day management of a small center is often made easier when the center staff outlines specific daily tasks to be done and takes care of them early in the day. This leaves time for other work and guarantees that you don't get too behind in any one activity. It may be advisable to combine a brief checklist of such tasks to be done, such as the following:

Checklist of Daily Tasks

1. Shelve any leftover materials and generally straighten up the center.
2. Record daily circulation, ordering, and reference statistics.
3. Send out overdue notices.
4. Do cataloging tasks for the day.
5. Order books.

The administration and management of centers differs for each. Be sure to discuss budgeting planning and record-keeping with your supervisor to find out the kinds he or she considers necessary. However, realizing that you, as librarian, have responsibilities in this area is most important. A center which is effectively managed will be much easier to run and live with.

Step 9: HOW to KEEP GROWING

The continual growth of your resource center/library in terms of both size and use will depend on your personal efforts. Obviously, user feedback in the form of comments and written requests for suggested purchases will determine some of the ways you can grow and expand. Others will be up to you.

One of the best ways to keep in touch with what other resource center/libraries are doing and learn how they solve problems is to attend meetings of the various professional library associations in your area. The Special Libraries Association (New York) has many local chapters which regularly meet for group presentations and/or discussions. Some chapters also have newsletters which are worth reading. Other library associations which may interest you include the American Library Association (Chicago) and/or your state library association.

As the center expands, you will want to communicate this growth to users. One method is to circulate some kind of listing of new acquisitions. This can be done in conjunction with a regular resource center/library newsletter or on its own. Including brief abstracts of new materials and indicating recommended uses will make the list a valuable center promotion.

In order to determine how well the resource center/library is actually serving its clientele, you may want, at some point, to survey center users to get some feedback. One way to do this is to include a brief evaluation card in the book pocket of all circulating materials. The card could include such questions as: (1) Was the materials useful to you? (2) Would you recommend it to others? (3) for what? (4) any comments? This kind of feedback not only gets center users involved, but it also provides the librarian with an idea on how useful and valuable various center materials are — this should make future book selection easier.

Another method of determining how the center is actually serving its clientele is to survey all users — including those who do not check out materials. By having all users fill out a card answering such questions as (1) why did you come in?

(2) What materials were you seeking? (3) did you find it/them? (4) what else would be helpful to you? (5) etc., you can not only show your interest in encouraging center use and meeting individual needs, but you can determine what additional materials should be ordered.

This position lends itself well to an upgrading opportunity. It would be complementary to the center to utilize staff who are knowledgeable in employment and training programs as this would be helpful to users and would save time in the reviewing, selection and cataloging, etc. of appropriate materials. If a candidate is selected with the basic knowledge and abilities and with a lot of motivation, this position offers growth to becoming a resource generalist; a position that will always be critical in the employment and training processes.

APPENDIX 1

Sources of Equipment and Ordering

I. Library Suppliers

Demco
Box 1488
Madison, Wisconsin 53701

Gaylord Brothers
P.O. Box 61
Syracuse, New York 13201

Brodait
56 East Street
Newark, New Jersey 07114

Highsmith
P.O. Box 75
Fort Atkinson, Wisconsin 53538

Plus local stationery and office equipment stores from yellow pages.

II. Ordering

A. Government Printing Office (GPO)

1. Order forms are included at the back of the *Monthly Catalog*. Complete this being sure to include *title*, *quantity*, *price*, and *ordering number* (i.e., Su. Doc. or stock number).

2. Include either a check or coupons (see below for details). Do not send cash.

Send to: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Coupons are for sale by GPO in various quantities. Write and ask for further information. It is also possible to establish a deposit account with GPO and charge items directly.

B. National Technical Information Service (NTIS)

NTIS documents are available in hard copy, microfiche, magnetic tape or punch card format. NTIS order forms can be obtained directly. All items must be prepaid by check. Deposit accounts are also available. Send orders and correspondence to:

NTIS
U.S. Department of Commerce
5285 Port Royal Road
Springfield, Virginia 22161

When materials are needed immediately, a *rush order* may be phoned in and charged to deposit accounts. The charge is $5 additional for pick up or $10 for special delivery mail. Orders mailed usually arrive within 48 hours.

APPENDIX 2

Authority File for Federal Government Authors

Refer to this when cataloging materials whose author is a federal government agency. This will allow you to be consistent. All publications of a particular agency will then appear together in the card catalog.

U.S. Advisory Commission on Intergovernmental Relations
U.S. Agency for International Development. *See* — U.S. Dept. of State
U.S. Agricultural Research Service. *See* —U.S. Dept. of Agriculture
U.S. Bureau of Domestic Commerce
U.S. Bureau of Federal Credit Unions
U.S. Bureau of Labor Statistics
U.S. Bureau of Land Management. *See* — U.S. Dept. of the Interior
U.S. Bureau of Outdoor Recreation. *See* — U.S. Dept. of the Interior
U.S. Bureau of the Census
U.S. Civil Service Commission
U.S. Civil Service Commission. Library
U.S. Commission on Civil Rights
U.S. Comptroller General
U.S. Cong. House
U.S. Cong. Joint Economic Committee
U.S. Cong. Senate
U.S. Defense Supply Agency. *See* — U.S. Dept. of Defense
U.S. Dept. of Agriculture
U.S. Dept. of Agriculture. Agricultrual Research Service
U.S. Dept. of Agriculture. Economic Research Service
U.S. Dept. of Agriculture. Farmer Cooperative Service
U.S. Dept. of Agriculture. Federal Extention Service
U.S. Dept. of Agriculture. Forest Service
U.S. Dept. of Agriculture. Rural Electrification Administration
U.S. Dept. of Commerce
U.S. Dept. of Defense. Defense Supply Agency
U.S. Dept. of Health, Education and Welfare
U.S. Dept. of Health, Education and Welfare. Office of Regional and Community Development
U.S. Dept. of Health, Education and Welfare. Public Health Service
U.S. Dept. of Health, Education and Welfare. Social and Rehabilitation Service
U.S. Dept. of Housing and Urban Development
U.S. Dept. of Housing and Urban Development. Library
U.S. Dept. of Housing and Urban Development. Office of Community Development
U.S. Dept. of Housing and Urban Development. Office of International Affairs.
U.S. Dept. of Labor
U.S. Dept. of Labor. Employment and Training Administration
U.S. Dept. of State. Agency for International Development
U.S. Dept. of the Interior
U.S. Dept. of the Interior. Bureau of Land Management
U.S. Dept. of the Interior. Bureau of Outdoor Recreation
U.S. Dept. of the Treasury
U.S. Dept. of the Treasury. Internal Revenue Source
U.S. Dept. of the Treasury. Office of Revenue Sharing
U.S. Dept. of Transportation
U.S. Economic Development Administration
U.S. Economic Service. *See* -- U.S. Dept. of Agriculture
U.S. Environmental Protection Agency
U.S. Farm Credit Administration
U.S. Farmer Cooperative Service. *See* — U.S. Dept. of Agriculture

U.S. Farmers Home Administration
U.S. Federal Trade Commission
U.S. Forest Service. *See* — U.S. Dept. of Agriculture
U.S. General Services Administration
U.S. Internal Revenue Service. *See* — U.S. Dept. of the Treasury
U.S. Legislative Reference Service. *See* — U.S. Library of Congress
U.S. Library of Congress
U.S. Library of Congress. Legislative Reference Service
U.S. Manpower Administration. *See* — U.S. Dept. of Labor
U.S. National Aeronautics and Space Administration
U.S. Office of Business Development. *See* — U.S. Small Business Administration
U.S. Office of Community Development. *See* — U.S. Dept. of Housing and Urban Development
U.S. Office of Economic Development. *See* — U.S. Office of Economic Opportunity
U.S. Office of Economic Opportunity
U.S. Office of Economic Opportunity. Office of Economic Development.
U.S. Office of International Affairs. *See* — U.S. Dept. of Housing and Urban Development
U.S. Office of Management and Budget
U.S. Office of Minority Business Enterprise
U.S. Office of Regional and Community Development. *See* — U.S. Dept. of Health, Education and Welfare
U.S. Office of Revenue Sharing. *See* — U.S. Dept. of the Treasury
U.S President
U.S. Public Health Service. *See* — U.S. Dept. of Health, Education and Welfare
U.S. Rural Electrification Administration. *See* — U.S. Dept. of Agriculture
U.S. Small Business Administration
U.S. Small Business Administration. Office of Business Development
U.S. Social and Rehabilitation Service. *See* — U.S. Dept. of Health, Education, and Welfare.

APPENDIX 3

Checklist of Resource Center/Library Supplies, Furnishings, and Equipment

FOR CATALOGING

Necessary	Optional
___ Card catalog	___ Labeling tape
___ Catalog cards	___ Heating iron
___ Rubber stamps	___ Catalog card guides
___ Shelves	___ Shelf labels
	___ Book truck

FOR STORAGE

Necessary	Optional
___ File cabinet(s)	___ Hanging files
___ File folders	___ AV storage boxes
	___ Magazine storage shelves

FOR CIRCULATION

Necessary	Optional
___ Charging tray	___ Charging tray guides
___ Book card	___ Circulation desk
___ Date stamp	
___ Ink pad	
___ Book cards	
___ Book pocket	

FOR ORDERING

Necessary	Optional
___ Book order forms	___ projector screen
	___ tape and dispensers
	___ glue
	___ scissors
	___ stapler

APPENDIX 4

Glossary of Terms

Abstract — A written summary, usually fairly short, of the essential points, content, etc. of a book, article, or other material.

Audiovisual Materials — All nonbook materials, often instructional, which make use of sight and/or sound; i.e., filmstrips, videotape, slides, etc.

Book Card — A small 3" wide by 5" high heavy paper card kept in the *book pocket* of center materials. It is filled out by the borrower and then filed in the *charging tray* to be placed back in the *book pocket* when material is returned to the center.

Book Pocket — A heavy paper stock card approximately 3½" wide by 7" high, with a pocket opening to hold the *book card*. It is glued into center materials and usually has room for the date due stamp and the owning center's imprint.

Book Truck — A wagon-like vehicle with 2-4 shelves used to transporting books and other center materials. May also be used for display; i.e., of new titles, special exhibits, etc.

Card Catalog — A set of card file drawers (separate or attached) with rods inserted in each. Used to hold *catalog cards* in alphabetical order to allow center users to determine what the center's holdings are.

Catalog Card — A 7.5 cm by 12.5 cm rag-content paper card used to record author, title, and subject information on center materials and filed (via rod hole in card) in the *card catalog*. Separate cards are made for author, title, and all subjects allowing various access points to the material.

Catalog Card Guides — A set of pressboard or other heavy stock *catalog cards* with tabs indicating alphabet letters or full words. Used to divide *catalog cards* in *card catalog* to make access easier.

Classification Number — A series of numbers and/or letters assigned to the subject content of center materials which allows all books, films, etc. on the same topic to be shelved together. This allows center users to browse through the collection in one subject area.

Charging Tray — A file-like tray approximately 3¼" high x 13" long used to file *book cards* in when materials are borrowed by center users. May be single or double and made of wood or plastic with an adjustable metal spring or block to hold cards upright and prevent sliding.

Cross Reference — A notation or direction leading from one subject heading or description to other related subject headings.

Heating Iron — A long rod with a small iron at the end. When plugged in, the iron heats up and is used to attach pressure-sensitive labels to book spines.

Periodical — Any center publication which is published on a regular basis; i.e., a monthly journal, weekly newsletter, or quarterly report.

APPENDIX 5

Bibliography of Books on Small Library Development

The Administration of a Public Affairs Library: A Report on the SRL Collection. Chicago: Public Administration Service, 1971.

Association for Educational Communications and Technology. *Standards for Cataloging Nonprint Materials.* Third Edition. Washington, D.C.: AECT, 1972.

Contant, Florence. *A Library Manual for Community Development Corporations.* Cambridge, Massachusetts: Center for Community Economic Development, 1974.

Fisher, Eva L., *Checklist for the Organization, Operation, and Evaluation of a Company Library.* Second Edition. New York: Special Libraries Association, 1966.

Kaiser, Frances E., ed. *Handling Special Materials in Libraries.* New York: Special Libraries Association, 1974.

Mount, Ellis, ed. *Planning the Special Library.* New York: Special Libraries Association, 1972.

Riddle, Jean *et al*, *Nonbook Materials: The Organization of Integrated Collections.* Ottawa: Canadian Library Association, 1971.

APPENDIX 6

List of Social Science Subject Headings

S1-000 EDUCATION

- S1-100 Education, Preschool
  - S1-110 Nursery schools
  - S1-120 Kindergarten
  - S1-130 Child Care
- S1-200 Education, Primary
- S1-300 Education, Secondary
  - S1-310 Junior high schools
  - S1-320 High schools
  - S1-330 Prep schools
- S1-400 Education, Higher
  - S1-410 Universities and colleges
  - S1-420 Junior colleges
- S1-500 Education, Cooperative
  - S1-510 Vocational education
  - S1-520 Occupational education
- S1-600 Adult Education
- S1-700 Compensation Education
- S1-800 Educational Administration and Planning
- S1-900 Other

S2-000 SOCIOLOGY

- S2-100 Social History
  - S2-110 Social movements
  - S2-120 Social change
  - S2-130 Social values
- S2-200 Social Classes
  - S2-210 Caste
  - S2-220 Social mobility
- S2-300 Social Psychology
  - S2-310 Behavior
  - S2-320 Alienation
- S2-400 Social Services
  - S2-410 Public welfare
  - S2-420 Social work
  - S2-430 Legal aid
  - S2-440 Aged and aging
  - S2-450 Children and youth
  - S2-460 Blind, deaf, and disabled
- S2-500 Social surveys
  - S2-510 Economic surveys
  - S2-520 Occupational surveys
  - S2-530 Educational surveys
- S2-600 Urban Sociology
  - S2-610 Cities and towns
  - S2-620 Suburbs
  - S2-630 Migration
- S2-700 Rural sociology
  - S2-710 Country life

S2-720 Rural conditions

S2-800 Other

S3-000 ANTHROPOLOGY

S3-100 Cultural Anthropology

S3-200 Civilization

S3-300 Mythology

S3-400 Folklore and Customs

S3-500 Etiquette

S3-600 Evolution

S3-700 Primitive Societies

S3-800 Other

S4-000 POLITICAL SCIENCE

S4-100 Political Economy

S4-200 Political Ethics

S4-300 Political Parties

S4-310 Campaigns
S4-320 Conventions
S4-330 Primaries

S4-400 Government

S4-410 Municipal government
S4-420 County government
S4-430 Federal government
S4-440 Civil service

S4-500 Legislative Bodies

S4-510 Congress
S4-520 House of Representatives
S4-530 Senate
S4-540 Legislative procedure

S4-600 Law

S4-610 Legal bibliography
S4-620 Civil law
S4-630 Constitutional law
S4-640 Criminal law
S4-650 Corporation law
S4-660 Public law
S4-670 Regulation
S4-680 Constitutions

S4-700 International Politics

S4-800 Criminal Justice

S4-810 Criminology
S4-820 Penology
S4-830 Police
S4-840 Prisons and reformatories
S4-850 Offenders
S4-860 Crimes
S4-870 Courts

S4-900 Other

S5-000 ECONOMICS

S5-100 Economic Assistance

S5-200 Economic Development

S5-300 Economic Conditions
- S5-310 Business cycles
- S5-320 Depressions
- S5-330 Inflationary periods

S5-400 Economic History

S5-500 Economic Policy

S5-600 Economics, Mathematical
- S5-610 Econometrics
- S5-620 Statistics
- S5-630 Economic models

S5-700 Business and Finance
- S5-710 Money and banking
- S5-720 Credit
- S5-730 Exchange
- S5-740 Corporate finance
- S5-750 Insurance
- S5-760 Taxation
- S5-770 Customs
- S5-780 Public accounting

S5-800 Other

S6-000 BUSINESS AND COMMERCE

S6-100 Business — types
- S6-110 Wholesale trade
- S6-120 Retail trade
- S6-130 Cooperative business
- S6-140 Real estate

S6-200 Business Management and Organization
- S6-210 Accounting and bookkeeping
- S6-220 Marketing
- S6-230 Advertising
- S6-240 Salesmanship

S6-300 Foreign Trade
- S6-310 Imports
- S6-320 Exports

S6-400 Commercial Products

S6-500 Transportation
- S6-510 Railroads
- S6-520 Ships
- S6-530 Airplanes
- S6-540 Automobiles

S6-600 Communications
- S6-610 Postal service
- S6-620 Telephone
- S6-630 Telegraph
- S6-640 Television
- S6-650 Radio

S6-700 Other

S7-000 HISTORY AND GEOGRAPHY

S7-100 History, Periods
- S7-110 History, ancient and classical
- S7-120 History, medieval
- S7-130 History, modern

S7-200 Archaeology

S7-300 World History

S7-400 American History

S7-500 Atlases and Maps

S7-600 Gazeteers and Guidebooks

S7-700 Physical Geography

S7-800 Area Studies

S7-900 Other

S8-000 PSYCHOLOGY

S8-100 Psychology, Applied

- S8-110 Industrial psychology
- S8-120 Interviewing
- S8-130 Public relations
- S8-140 Therapy

S8-200 Psychology, Child

S8-300 Psychometrics

- S8-310 Personality tests
- S8-320 Intelligence tests

S8-400 Psychology, Abnormal

- S8-410 Insanity
- S8-420 Criminal Insanity
- S8-430 Mental Institutions

S8-500 Personality

- S8-510 Personality Theory
- S8-520 The Senses
- S8-530 Behavior
- S8-540 Learning and motivation

S8-600 Other

APPENDIX 7

File Key

Employment and Training Subject Areas

SUBJECT AREAS

FILE KEY

1-000 Planning and Administration
Information on the theory and practice of setting up and running of employment and training programs

1-100 Needs Analysis
Labor market information — identification of employment and training service needs — projections

1-200 Resource Analysis
Identification and mobilization of community resources — universities, volunteers, support groups, etc.

1-300 Program Design
Means of structuring programs to meet needs

1-400 Management
General ways of organizing and supervising employment and training resources not listed below

1-410 Management Planning
Information on planning staff, finances, etc.

1-420 Program Direction
Ways of organizing and supervising staff

1-430 Management Control
Management information systems, financial subgrant/contract management

1-500 Program Specific Administration
Planning and administration information that is only applicable for specific employment and training programs — WIN, ES, CETA

1-900 Other
Information on planning and administration not covered by above classifications

2-000 Applicant Services
Information on providing services to employment and training program participants

2-100 Recruitment
Means of attracting employment and training program participants

2-200 Intake/Assessment
Ways of inducting and assessing employment and training participants *(see also* 2-440 Counseling and Testing)

2-300 Client Skill/Knowledge Development (Training)
General information on training programs not listed below

2-310 Remedial Training
Information on courses and programs that focus focus on basic skills such as basic education, language skills, etc.

2-320 Work Adjustment Training
Programs that are oriented toward entrants and re-entrants to the labor market such as: in school youth, work experience, prevocational orientation courses, etc.

2-330 Occupational Skill Development
Information on programs, curriculum and courses for entry or upgrading within occupa-

tions. Includes institutional, on-the-job, and other non-apprentice training.

2-340 Apprentice Training
Information on apprentice training — administration, entry, training techniques, etc.

2-400 Support Services
General information on providing support to participants of employment and training programs not listed below.

2-410 Child Care

2-420 Transportation

2-430 Health

2-440 Counseling and Testing

2-450 Coaching

2-460 Supported Employment
Information on programs that provide supported employment such as financially supported "businesses," sheltered workshops, etc.

2-900 Other
Information on applicant services not covered by above classifications.

3-000 Placement Services
General information on services designed to bring together and match jobs with applicants

3-100 Employer/Relations/Job Development
Information on obtaining job orders in general or specifically for an individual including public relations, advertisement, direct solicitation, etc.

3-200 Job Matching, Referral and Follow-up
Processes of referring to and following up with employers

3-900 Other
Information on Placement Services not listed above

4-000 Employer Services
General information on providing technical services to specific employers or improving the economic climate of the community.

4-100 Technical Assistance
Information on helping employers with personnel problems including: EEO compliance, turnover, job analysis, upgrading, etc.

4-200 Economic Development
Programs to improve the economic climate of the community in general or specific sectors including minority business development, plant location assistance, etc.

4-900 Other
Information on Employer Services not listed above

5-000 Corrections/Legal
Information on the design and conduct of programs for offenders. These include programs for inmates, pre-trial intervention, work release, etc.

6-000 Public Employment Programs
Information on programs to place individuals in public employment including — Public Employment, Emergency Employment, etc.

7-000 Employment and Training Economic and Social Policies
Information relevant to the formulation and direction of National and Regional Employment and Training Policy

8-000 Special Employment and Training Research Grants (not elsewhere classified)

Information on grants not listed in above categories that are limited to special focus areas

8-100 Employment and Training Institutional Grants

8-200 Doctoral Dissertations

8-300 Small Grant Research Projects

8-900 Other

11-000 Unemployment Ins.

APPENDIX 8

Cross Reference Key

Employment and Training Subject Areas

Alphabetic List

Addicts Use DRUG USERS
ADJUSTMENT
See also DISADVANTAGED
Adult Education Use BASIC EDUCATION
AFDC Use AID TO FAMILIES WITH DEPENDENT CHILDREN
AFFIRMATIVE ACTION PLANS
See also EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
AHIT Use ADVANCED HIGH INTENSITY TRAINING
AGE DIFFERENCES
AGING
See also OLDER WORKERS; RETIREMENT
Agricultural Workers Use FARMWORKERS
AID TO FAMILIES WITH DEPENDENT CHILDREN
See also WORK INCENTIVE PROGRAM (WIN)
Air Force Use ARMED FORCES
ALCOHOLICS
ALIENATION
See also WORK ATTITUDES; ATTITUDES
ALIENS
See also IMMIGRANTS; LABOR CERTIFICATION PROGRAM
Allowances for Training Use TRAINING ALLOWANCES
American Indians Use INDIANS
APPLICANT SERVICES
Applicants Use APPLICANT SERVICES
APPRENTICE TRAINING
Aptitude Tests Use TESTING
ARBITRATION
AREA PLANNING
ARMED FORCES
ASPIRATIONS
See also EDUCATIONAL ASPIRATIONS; CAREER CHOICE
Assessment Use INTAKE/ASSESSMENT
ASSISTANCE TO EMPLOYERS
See also EMPLOYERS SERVICES
AUTOMOTIVE MECHANICS
Average Hourly Earnings Use WAGES
BANKING INDUSTRY
Bargaining Use COLLECTIVE BARGAINING
BARRIOS
See also SPANISH-SPEAKING AMERICANS; PUERTO RICANS
BASIC EDUCATION
BEHAVIOR MODIFICATION
See also CORRECTIONS
BIBLIOGRAPHIES
BIOGRAPHICAL INFORMATION BLANK (BIB)
Birth Rate Use FERTILITY
Black Colleges Use UNIVERSITIES AND COLLEGES
Black-owned Business Use MINORITY BUSINESS ENTERPRISE
BLACKS
See also MINORITIES
Blind Use HANDICAPPED
BONDING ASSISTANCE
BOOKKEEPING
See also CLERICAL OCCUPATIONS
Bracero Labor Use FARMWORKERS
Building Industry Use CONSTRUCTION INDUSTRY

BUREAUCRACY
BUSINESS ADMINISTRATION
BUSINESS CYCLE
See also UNEMPLOYMENT
CAMPS Use COOPERATIVE AREA MANPOWER PLANNING SYSTEM (CAMPS)
CANNINC INDUSTRY
CAREER ASPIRATIONS
See also CAREER GOALS
Career Attainments Use CAREER PATTERNS
CAREER CHOICE
See also OCCUPATIONAL CHOICE; COUNSELING AND GUIDANCE
Career Development Use UPGRADING
CAREER EXPLORATION
See also VOCATIONAL GUIDANCE
CAREER GOALS
See also MOTIVATION
Career Information Use VOCATIONAL GUIDANCE
Career Ladder Use UPGRADING
Career Mobility Use UPGRADING
CAREER PATTERNS
See also UPGRADING
Career Progression Systems Use UPGRADING
CARPENTERS
CASUAL LABORERS
See also PART-TIME EMPLOYMENT
CEP Use CONCENTRATED EMPLOYMENT PROGRAM
CETA Use COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)
CHICANOS
See also SPANISH-SPEAKING AMERICANS
CHILD CARE
CHILDREN
See also CHILD DAY CARE
CHINESE AMERICANS
See also MINORITIES
CHRONICALLY UNEMPLOYED
CIVIL RIGHTS ACT (1964)
Civil Service Examinations Use TESTING
CIVIL SERVICE SYSTEM
See also GOVERNMENT WORK; FEDERAL GOVERNMENT, STATE AND LOCAL GOVERNMENT
Classified Help-Wanted Ads Use NEWSPAPER ADVERTISEMENTS
CLERICAL OCCUPATIONS
Clinical Laboratory Occupations Use HEALTH MANPOWER
COACHING
See also JOB OPPORTUNITIES IN THE BUSINESS SECTOR (JOBS)
COLLECTIVE BARGAINING
See also UNION MANPOWER PRACTICES; UNIONS
COLLEGE PREPARATION
COACHING
Colleges Use UNIVERSITIES AND COLLEGES
Commitment to Work Use WORK ATTITUDES
Community Colleges Use UNIVERSITIES AND COLLEGES
COMMUTING
See also TRANSPORTATION
Compensation Per Man/Hour Use WAGES
COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)
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See also MOTHERS; MALE/FEMALE; YOUNG WOMEN
WOOD PRODUCTS INDUSTRY
WORK ADJUSTMENT TRAINING
WORK ATTITUDES
See also JOB SATISFACTION; MOTIVATION
WORK ENVIRONMENT
See also OCCUPATIONAL SAFETY AND HEALTH; QUALITY OF EMPLOYMENT; ORGANIZATIONAL ENVIRONMENT
WORK EXPERIENCE PROGRAMS
See also NEIGHBORHOOD YOUTH CORPS (NYC); JOB CORPS; WORK INCENTIVE PROGRAM (WIN); PUBLIC EMPLOYMENT PROGRAMS
Work History Use LABOR MARKET BEHAVIOR
WORK INCENTIVE PROGRAM (WIN)
WORK SAMPLING
See also TESTING
WORK SCHEDULES

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Workshops Use CONFERENCES
WORK-STUDY PROGRAMS
See also NEIGHBORHOOD YOUTH CORPS (NYC)
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Worker Productivity Use PRODUCTIVITY
WORKER TRAITS
See also JOB DESCRIPTION; JOB APPLICANTS
WORKING CONDITIONS
Working Poor Use POVERTY
WORKMEN'S COMPENSATION LAWS
Workshops Use CONFERENCES
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X-RAY Technicians Use HEALTH MANPOWER
Young Adults Use YOUTH
YOUNG MEN
See also YOUTH
YOUNG WOMEN
See also YOUTH
YOUTH
See also JOB CORPS; NEIGHBORHOOD YOUTH CORPS (NYC); YOUNG MEN; YOUNG WOMEN; YOUTH PROGRAMS; TEENAGERS
YOUTH PROGRAMS
See also NEIGHBORHOOD YOUTH CORPS (NYC)

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